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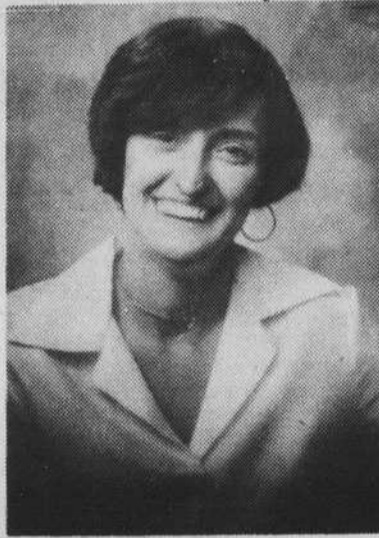
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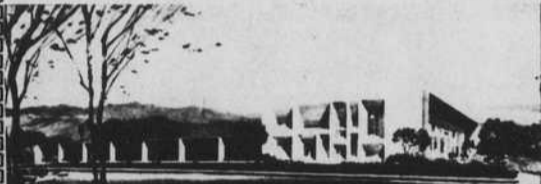
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BLACK POETRY

MALCOLM X

*He arose from the fields of hate and bigotry
Hoping to expand the sleeping minds of you and me.
Arise, my brothers and sisters, this is not our time to rest.
We haven't even begun to try our level best.
Went from drugs and crime, never finding himself
Until you meet God you'll live the life of someone else.*

*He went to jail fighting back the tears in his eyes.
Little did he know this was a blessing in disguise.
Some called him Satan*

because he was always alone.

*Thus, by searching himself, his true purpose would be known.
Through his brother he met the teacher that would lead him to understand
He was mainly here to help his fellow man.*

*They tried to bend and break him, but he survived the strongest of tests;
No man would ever rule the mind of Malcolm X.
Released from prison his work was only about to start.*

*He preached the Nation of Islam from the bottom of his heart.
Finding brothers in the gutter, he would bring them back to life,
Building temples thousands upon thousands strong.
Still never satisfied, this had*

taken too long.

*Only he knew the real war was only about to begin;
Never enough time, the line was growing thin.
Flowing with power and compassion, understanding his life was soon to stop
Still trying to save us all, like a farmer to his crop,
Hoping to save us from the rain that was falling down,
Never enough time, realizing he wouldn't always be around.*

*Now he's gone—but never to die in vain
There are still millions that remember your dear name Malcolm X.*

—Arthur Clark

(In this memorial to Malcolm X, our hearts and minds are bent toward our

own memories of our great Brother Malcolm.)



In Bulgaria it was considered bad luck for boiling milk to spill over into the fire.



Soldiers in ancient Rome ate garlic in the belief that it gave them courage in battle.



Some used to consider it bad luck for women to look at that staring at candles



would strengthen the eyes.

Adult Education

An extensive research project at the University of Nevada, Las Vegas may lead to alternative approaches to teaching and testing adult Nevadans seeking high school diplomas.

The Competency-Based Adult High School Diploma Project, funded by an \$80,000 state grant, has been underway in the university's secondary education department since last year.

The project aims to identify academic skills an adult needs to attain a high school level of competency in basic life skills, according to Melinda Haynes, project director.

Evening Classes at Southern Nevada Vocational Technical Center are the only adult education programs in the Las Vegas area to offer a high school diploma.

"Competency" has been defined for this project by the United States Office of Education as demonstrated mastery of basic and life skills required to function proficiently in society.

"Why teach in the traditional manner when it's a fact that people forget about 80 percent of what they learn because it just isn't applicable?" Haynes asked.

"Academic skills can and do transfer into real life situations, but only through innovative teaching and student cooperation can this be made visible to students," she added.

For example, history teacher has the responsibility of showing that lessons learned in a history classroom can be applied in campaigns and elections. Students could be made more aware of their duties as a citizen through a history course, she explained.

The first phase of the project was designed to identify the graduation level competencies in eight select subject areas. These areas, mandated by state statute for the awarding of a diploma, are math, language arts, science, social studies, citizenship, health, environmental education and consumer education.

After the subject areas were established, teachers, students and representatives of business and government ranked the importance of each subject area and suggested other competencies.

Results of these evaluations were reviewed by consultants and non-traditional methods of improving skill deficiencies are being developed now.

Another phase deals with the actual field testing of the competencies and test items. This field testing, said Haynes, will be useful to further validate the identified competencies.

Haynes said students, in order to demonstrate competency in a given field, may participate in individual studies, special studies and projects.

To further test the effectiveness of competency-based teaching and testing, a control group not receiving individual instruction will be observed throughout the semester.

Haynes will travel to Washoe High School adult classrooms this summer to aid northern Nevada educators in establishing a competency-based program. Students will pre-test in September to determine their beginning competency levels. The remainder of the semester will be devoted to teaching the competencies through innovative methods.

Project results, tests and instruction guides will be available to educators throughout the country when the project is completed.

Haynes also will train educators who are developing CBE programs.

"We want to teach in a different and less traditional manner," stated Haynes. She added that students must also be tested in a less traditional manner for the program to work effectively.

"Competency-based education (CBE) is an individual approach, and assessment of the proficiencies must be handled in the same fashion. We must stress the alternatives for both teachers and students," Haynes explained.